

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the provost)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the provost on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA- and FERPA-compliant. Do not embed any links, including to webpages or other documents. To be FERPA-compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the provost on October 15)

After completing the Program Section, the program should email this form to the provost, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/26/2022

Submitted by: Kristen Ogilvie, Associate Professor of Anthropology, kaogilvie@alaska.edu

Program(s) covered in this report: *General Education

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. (100 characters or less)

College: General Education

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***
 - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

The AY21 General Education assessment report focused on Written Communication and Information Literacy. The former Director of General Education who authored the report did not highlight any intentional development of this core competency.
 - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

Gen Ed explicitly addresses PPCR in two of its nine SLOs that reflect development of skills pertinent to this core competency: 1) Locate and use relevant information to make appropriate personal and professional decisions; and 2) Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner. Thus, integrative capstone courses should provide an opportunity to develop and showcase the core competency.
- B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***
 - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**

Ideally, students recognize that Tier 1 oral and written communication courses are the foundation for building skills in effective communication that they will continue developing throughout their education at UAA.
 - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

One Gen Ed SLO explicitly relates to developing this core competency: Communicate effectively in a variety of contexts and formats. These skills are introduced in Tier 1 written and oral communication courses. Baseline and formative assessments in these courses can provide evidence of skill building in effective communication. Integrative capstone courses intend to integrate these Tier 1 skills with disciplinary knowledge and therefore could showcase summative skills.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Assessment activities for General Education for AY22 focused on reflecting on and reviewing current General Education assessment practices and developing recommendations for future General Education assessment. No Student Learning Outcomes for General Education were directly assessed by the AY22 General Education Faculty Assessment Team.

- 3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The AY22 Gen Ed Faculty Assessment Team met almost weekly with the Vice Provost for Academic Affairs beginning in February 2022 through the spring semester to discuss and review the current Gen Ed assessment process. The group was tasked to review the AY21 GER assessment report, including the provost's recommendations, consider any improvements that could be made based on the report and recommendations, and develop a plan to implement the next round of Gen Ed assessment in AY23. Using a shared document, participants engaged in collaborative brainstorming, which was then summarized into key points and suggestions.

- 4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

The General Education assessment activities in AY22 were not focused on student learning but rather on the processes for assessing student learning. There is a strong focus on ensuring assessment results have actionable traction on the Gen Ed program to improve student learning.

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

The AY22 Gen Ed Assessment Team developed a list of suggestions for the Gen Ed assessment process: involving more Gen Ed teaching faculty and possibly students in assessment; targeting Gen Ed courses at all tiers and teaching modalities for artifact solicitation; including the learning outcomes and assessment rubrics in artifact solicitation notices to improve fit of assignments; running workshops on assignment development for the outcomes; building a consistent way to gather materials, using the established rubrics with an absolute scale; looking at variance in addition

to mean and median in analysis; holding norming sessions prior to assessment process; and doing more to disseminate assessment results and translate them to actions.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY22.

If you checked “Other” above, please describe. (100 characters or less)

Changes to the assessment process

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

The AY21 Gen Ed assessment report and the AY22 Faculty Assessment Team recommendations both call for more systematic faculty management of General Education to ensure programmatic and assessment coherence and to establish feedback loops from assessment to improve student learning. To this end, AY22 saw the establishment of a General Education Council (GEC) as a committee of the Undergraduate Academic Board. The Council, starting up in AY23, is charged with General Education vision and engagement, curriculum review, coordination of assessment, and engagement of General Education stakeholders through regular communication and outreach. This is a big step in meeting the goals of improving student learning in General Education.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student’s experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

- 8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

Metric	Definition	Rationale
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

The General Education program at UAA is at least partially responsible for the success every student from every degree program has post-graduation. It is impossible to track its impact fully, but student post-graduation success is no doubt related to the core skills and knowledge imparted and developed through General Education. In 2019-20, two UAA professors held an NWCCU fellowship in which they surveyed and interviewed employers in the state about employer needs. The results indicated that demand for the skills imparted in Gen Ed were high, and that UAA students in internships and UAA graduates employed were recognized in having strong skills in teamwork, critical thinking, and communication, demonstrating the success of the Gen Ed.

PROVOST SECTION (Due to the program on January 15)

After completing the Provost Section and signing it, the provost should email this form to the program,

and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the provost should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)


I thank all involved for their time and the collaboration with which they approached this work. The group appears to have incorporated previous suggestions regarding more nuanced scaling to better reflect growth across course levels, which may provide useful results. I continue to encourage the GEC to consider shared prompts that could be--at minimum--"offered" to faculty to allow at least some cross-course comparisons. Similarly, I encourage you to continue to reflect upon the current model for the Integrative Capstone, and seek evidence of its effectiveness.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The plans for moving forward appear to be sound and will likely result in meaningful and actionable information regarding student learning, closing of equity gaps, and achievement of core competencies. I thank the GEC particularly for its careful planning efforts.

I would like to meet with the GEC in the spring to discuss any questions the group may have about my feedback, and to hear more about where the GEC sees General Education heading.

Provost's signature: _____



Date: 12/8/2022